



## Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi (BAİBÜEDF)

Bolu Abant Izzet Baysal University  
Journal of Faculty of Education

2026, 26(3), 1257–1277. <https://dx.doi.org/10.17240/aibuefd.2026..-1687355>



### The Impact of Interactive Listening Training on the 4th Grade Primary School Students' Listening Skills

Etkileşimli Dinleme Eğitiminin İlkokul 4. Sınıf Öğrencilerinin Dinleme Becerilerine Etkisi

Elif GÜRBÜZ<sup>1</sup> , Muammer YILMAZ<sup>2</sup> 

Geliş Tarihi (Received): 30.04.2025

Kabul Tarihi (Accepted): 25.08.2026

Yayın Tarihi (Published): 30.09.2026

**Abstract:** This study investigated the impact of interactive listening training on the listening skills of 4th-grade primary school students. The research was conducted at a primary school located in the Devrek district of Zonguldak, Turkey. A quasi-experimental design with pre-test and post-test control groups was employed. The study group was selected using a convenience sampling method. A total of 38 students participated in the research, with 19 in the experimental group and 19 in the control group. The experimental group received listening training based on the steps of interactive listening training, delivered by the researcher. In contrast, the control group was taught by their classroom teacher following the current curriculum. The intervention lasted for 20 lesson periods. The pre-test and post-test scores of the students' listening skills were calculated using a scoring rubric. The Mann-Whitney U test and the Wilcoxon signed-rank test were performed for data analysis. The results revealed that the listening skills of the experimental group students improved significantly more than those of the control group students.

**Keywords:** Listening, listening skills, interactive listening, students, scoring rubric

**Öz:** Bu çalışmada etkileşimli dinleme eğitiminin ilkök 4. sınıf öğrencilerinin dinleme becerilerine etkisi incelenmiştir. Çalışma 2021-2022 eğitim öğretim yılında Zonguldak ili Devrek ilçesinde bir ilkök 4. sınıf öğrencilerinin dinleme becerilerine etkisi incelenmiştir. Araştırmada ön test-son test kontrol gruplu yarı deneysel model kullanılmıştır. Araştırmanın çalışma grubu, kolay ulaşılabilir örneklem yöntemiyle oluşturulmuştur. Araştırmaya deney grubunda 19, kontrol grubunda ise 19 olmak üzere 38 öğrenci katılmıştır. Deney grubuna araştırmacı tarafından etkileşimli dinleme eğitimi basamaklarına uygun dinleme eğitimi verilmiştir. Kontrol grubuna ise sınıf öğretmeni tarafından mevcut öğretim programı kapsamında eğitim yapılmıştır. Deneysel süreç 20 saat devam etmiştir. Öğrencilerin dinleme becerileriyle ilgili ön test ve son test puanları, puanlama rubriği ile hesaplanmıştır. Araştırmada Mann-Whitney U ve Wilcoxon işaretli sıralar testi kullanılmıştır. Araştırma sonucunda deney grubundaki öğrencilerin dinleme becerilerinin kontrol grubundakilere göre daha fazla geliştiği görülmüştür.

**Anahtar Kelimeler:** Dinleme, dinleme becerileri, etkileşimli dinleme, öğrenci, puanlama rubriği

**Atıf/Cite as:** Gürbüz, E. & Yılmaz, M. (2026). The impact of interactive listening training on the 4th grade primary school students' listening skills. *Bolu Abant İzzet Baysal University Journal of Faculty of Education*, 26(3), 1257–1277. <https://dx.doi.org/10.17240/aibuefd.2026..-1687355>

**İntihal-Plagiarism/Etik-Ethic:** Bu makale, en az iki hakem tarafından incelenmiş ve intihal içermediği, araştırma ve yayın etiğine uyulduğu teyit edilmiştir. / This article has been reviewed by at least two referees and it has been confirmed that it is plagiarism-free and complies with research and publication ethics. <https://dergipark.org.tr/tr/pub/aibuefd>

Copyright © Published by Bolu Abant Izzet Baysal University– Bolu

<sup>1</sup> Sorumlu Yazar: Elif GÜRBÜZ, Barts Üniversitesi, Sınıf Eğitimi, mercangrbz14@gmail.com, ORCID: 0000-0002-6511-9550

<sup>2</sup> Doç. Dr. Muammer YILMAZ, Barts Üniversitesi, Temel Eğitim Bölümü, muammeryilmaz66@gmail.com, ORCID: 0000-0003-1736-7717

## 1. INTRODUCTION

Language teaching consists of four skill areas: listening, speaking, reading, and writing. The first language skill acquired is listening, which begins in the womb. Listening and speaking form the comprehension aspect of language, while reading and writing constitute the expression aspect. Mother tongue education also serves as a means of transmitting the cultural characteristics of the society in which individuals live (Kartalhoğlu, 2023). During the developmental stages where the foundations of the mother tongue are laid, listening holds a significant place. Infants first listen to learn the language spoken by their parents, and they begin to speak around the age of 18 months.

Listening is a comprehension-based process that allows the messages received to gain meaning in the mind (Doğan, 2010). It is the process through which hearing gains meaning (Özbay & Melanlıoğlu, 2012, p. 88). Listening is the ability to process and make sense of the messages heard from the speaker through mental processes in communication (Epçeçan, 2013, p. 335).

Research shows that listening is the most widely used language skill (Rankin, 1928; Pinnell & Jaggat, 2003; Robertson, 2002; Özbay, 2005; Doğan, 2010). Rankin (1928), Robertson (2002), and Pinnell and Jaggat (2003) indicate that listening is used nearly half the time in daily life compared to other skills. Based on various studies, Özbay (2005) states that people devote considerable time to listening in their daily lives, with the distribution of these skills being as follows:

- 9% writing,
- 16% reading,
- 30% speaking,
- 45% listening.

Listening is the foundation for acquiring other skills (speaking, reading, writing). Primary school students spend most of their school time listening. Individuals with well-developed listening skills can understand the emotional states of the people around them and respond accordingly, facilitating healthy communication. Individuals with developed listening skills are confident in their social lives, and successful in problem-solving in their educational and professional lives (Aşlıoğlu, 2009). Students who can use their listening skills consciously learn the information presented to them more easily and retain this information longer in their memory (Özbay, 2005). Barr et al. (2002) found that listening training improves students' academic performance and success in social life.

Robertson (2002) highlights that although adults spend 45% of their day listening, the efficiency gained from this listening is less than 25%. This demonstrates that listening skills are not being used effectively. Effective listening (Özatalay, 2007) and providing the appropriate response at the right time are at the core of communication (Robertson, 2002). With the rapid development of technology, the increased use of visual and auditory tools has expanded the application areas of listening skills. Therefore, it is essential to equip students with effective listening skills.

Interactive listening, one of the forms of listening, encompasses all elements of the communication process, enables listeners to solve daily life problems, and requires active communication (Epçeçan, 2013). It is a process in which the listener absorbs, reflects on, and repeats what they hear (Cihangir, 2015). Interactive listening allows individuals to express their emotions, thoughts, and problems through questions (Yıldız et al., 2006). It is a form of listening where the listener demonstrates through body language that they are paying attention, maintains eye contact, asks questions, and engages in a mutual exchange of information (Şahin, 2020, p. 31). In interactive listening, the listener can influence the speaker and form responses (Tüzel, 2014).

Some benefits of interactive listening include:

- It allows the speaker to respond to the listener's questions (Şahin, 2020).
- In interactive listening, the listener can ask the speaker to clarify or repeat the topic (Tezel, 2020; Aslan, 2021).

- It provides the opportunity to give feedback to the listener (Aytan, 2020).
- Careful listening during the process ensures that the listener understands the speaker's messages, thus preventing misunderstandings (Şahin, 2020).
- It offers a two-way interaction between the listener and the speaker (Arslan, 2021).

Interactive listening between parents and children, teachers and students, or teachers and parents helps minimize communication breakdowns and facilitates effective listening (Şahin, 2020). Strategies used to develop interactive listening skills can be classified into three groups: pre-listening strategies, during-listening strategies, and post-listening strategies (Kaya, 2020).

### **1.1. Pre-Listening strategies**

Since listening has purposes such as learning, understanding, and developing mental and social independence, preparation is essential (Kaya, 2020). This includes mental strategies like forming a listening plan, activating prior knowledge about the text and making predictions (Kurudayıoğlu and Kiraz, 2020). Physical preparations also need to be completed before listening. The student should determine how to sit and what materials to use during the listening activity. Motivation towards the topic should be enhanced by supporting prediction skills through questions that stimulate prior knowledge, keywords, pictures, and clues about the topic (Demirel and Şahinel, 2006). The main goal is to raise awareness of students' prior knowledge, prepare them for the topic they will listen to, and create an environment where they can express themselves comfortably (Benzer, 2021).

#### **1.1.1. Preparing for the task**

Physical preparations such as setting up the listening environment, checking the device to be used for listening, and ensuring students have their necessary tools are necessary (Kaya, 2020). The fundamental condition to be met before the listening activity is preparation. For preparation, background knowledge about the listening topic should first be reviewed, followed by ensuring both the students and the environment are physically ready (Keskinkılıç and Keskinkılıç, 2007).

#### **1.1.2. Working with keywords**

It refers to working with concepts or words from the listening text (Güneş, 2013). The aim is to facilitate students' conceptual development, engage their interest in new information and concepts, activate their prior knowledge, and encourage various predictions related to the topic (Kaya, 2020). The words within the text are used as guiding elements.

#### **1.1.3. Making predictions**

It means guessing the content by activating prior knowledge through the title of the text, visuals, and keywords (Güneş, 2013). The goal for the listener is to make predictions about the topic of the text before listening (Kaya, 2020, p. 30). Having students make predictions before listening and checking these predictions during the process increases their interest and attention towards the text (Tüzel, 2014).

### **1.2. During-Listening strategies**

In a listening activity, the student needs to listen to the text with comprehension. After the listening activity, the student should be able to recall the main points of the text. To achieve this, various methods and techniques are required. The desire for communication among students should be encouraged throughout the process, and assistance should be provided in determining the purpose of listening (Demirel and Şahinel, 2006). The questions and predictions prepared before listening can be revisited and applied again during the listening process (Kurudayıoğlu and Kiraz, 2020, p. 402).

#### **1.2.1. Checking predictions**

This section marks the beginning of students making predictions and comments about what they have listened to, as well as developing questions regarding their listening and preparing to identify the main

and supporting ideas (Kaya, 2020, p. 31). During listening, students need to check their predictions or create new ones. The teacher should support students to maintain their motivation and to construct an accurate understanding of the text (Tüzel, 2014).

### 1.2.2. Question and answer strategy

It is the stage where questions related to listening are asked, making the learning process concrete (Kaya, 2020, p. 33). For listening to be purposeful, questions about the text should be provided before the listening activity (Epçeçan, 2013). During the listening process, searching for answers to questions either created by the students themselves or designed by the teacher based on the grade level enhances selectivity in the meaning-making process (Tüzel, 2014).

### 1.2.3. Visual imagery

During listening, students' mental functions are actively engaged. Students reinterpret the events and phenomena related to what they have heard (Keskinkılıç & Keskinkılıç, 2007). This process refers to students mentally visualizing what they have heard and establishing connections between the information they have received (Kaya, 2020, p. 33).

## 1.3. Post-Listening strategies

At this stage, the questions related to the text are answered. The text is analyzed, and strategies for evaluating the text are included (Kurudayıoğlu & Kiraz, 2020, p. 402). Based on the constructivist approach, the listening process rather than the outcome should be evaluated, and self-assessment should be emphasized (Güneş, 2013). After listening, the focus should be on the students' comprehension skills while searching for answers to questions related to the text (Benzer, 2021).

### 1.3.1. Self-Assessment

It is the section where the level of learning is determined at the end of the listening activity, and any deficiencies in learning are identified (Kaya, 2020, p. 34). Thus, students become aware of their strengths and weaknesses at the end of the listening process (Tüzel, 2014).

### 1.3.2. Summarization

This section refers to understanding the difference between what has been listened to and what the listener has comprehended from the text (Kaya, 2020). The aim is to help students summarize what they have listened to after the listening activity (Tüzel, 2014). While summarizing, students express themselves. Research indicates that listening is an innate skill, but it can be developed with educational support (Demir, 2010, p. 207). Planned education is necessary to enhance listening skills (Yalçın, 2002, p. 45; Özbay & Çetin, 2011, p. 156). Listening education should begin and be supported from an early age (Demirel, 2000). Doğan (2007) states that listening is a skill that can be developed through activities, while Bulut (2013) emphasizes that effective listening education positively influences students' vocabulary development and comprehension of what they have listened to.

According to Doğan (2007), listening comprehension as a core language skill can be significantly improved through instructional activities. The findings indicated that the 8-hour practical listening training enhanced the listening skills of 7th-grade students. Yıldırım (2007) found similar results, showing that third-grade students' listening skills improved after 12 weeks of listening activities. Yılmaz (2007) confirmed that listening activities had a positive impact on 6th-graders' listening skills.

In Sevimli's (2015) study, the effects of interactive listening on comprehension were investigated. The research, conducted with 405 fifth-graders, concluded that interactive listening positively affected comprehension.

With the start of formal education, the formal learning process also begins for children. Effective communication between the teacher and the student plays a critical role in enhancing success in formal education. Factors such as students' understanding of the subject, providing feedback on it, and showing

interest and positive attitudes toward the topic are shown to contribute to success. It is believed that a teacher receiving positive feedback from students can also experience increased motivation. On the other hand, active use of listening, which is the most frequently used learning skill by students, can contribute to permanent learning. In this respect, it is essential to develop students' effective listening skills. This study investigated the impact of interactive listening training on the listening skills of fourth-grade primary school students. Given its findings, it is expected that this study can contribute to the literature

#### **1.4. Aim of the study**

The research aimed to examine the impact of interactive listening training on the listening skills of 4th-grade primary school students. The research questions of the study are provided below, and answers to these questions were sought during the research.

#### **1.5. Research questions of the study**

- a) Is there a significant difference between the pre-test scores of the experimental and control group students before the quasi-experimental intervention?
- b) Is there a significant difference between the pre-test and post-test scores of the experimental group students who received interactive listening training?
- c) Is there a significant difference between the pre-test and post-test scores of the control group students who were taught based on the current curriculum?
- d) Is there a significant difference between the post-test scores of the experimental group students who received interactive listening training and the post-test scores of the control group students who were taught based on the current curriculum?

#### **1.6. Importance of research**

This process, which starts with listening activity from the womb, gains the importance of being one of the four basic skills of Turkish when school age is reached. Studies show that listening is the skill area we use the most in daily life (Rankin, 1928; Robertson, 1999; Pinnell and Jagar, 2003; Özbay, 2005). Imhof (2008) states that primary school students spend 60% of their time at school listening, Robertson (2002) states that an adult spends 45% of their time listening, but the efficiency obtained from listening is less than 25%. This shows us that a planned education is needed in developing listening skills. (Yalçın, 2002: 45; Özbay and Çetin, 2011: 156). This research highlights the critical role of formal listening education in both enhancing academic achievement and developing daily life skills.

## **2. METHOD**

### **2.1. Research model**

In the study, a quasi-experimental model with pre-test and post-test control groups was employed. This quasi-experimental model is defined as a robust design that provides the researcher with high statistical power by examining the effect of the experimental intervention on the dependent variable, allowing for the interpretation of data within a cause-and-effect relationship and is commonly used in behavioral sciences. In this model, experimental and control groups are identified, which are assumed to be equivalent, and selected through a random method (Büyüköztürk, 2011, p. 24). Separate pre-test and post-test assessments were conducted for these two identified groups. The control group of the study continued with the listening education as prescribed in the Turkish Language Teaching Curriculum. For the experimental group, listening texts were selected and utilized from a Turkish textbook that the students had not used during the academic term. Both the experimental and control groups were exposed to an equal number of listening texts.

The experimental design of the study is presented in Table 1.

**Table 1.***Experimental Design of the Study*

| Groups                    | Pre-Test                                 | Intervention                                                          | Post-Test                                |
|---------------------------|------------------------------------------|-----------------------------------------------------------------------|------------------------------------------|
| <b>Experimental Group</b> | Questions for assessing listening skills | Interactive listening training and practical activities               | Questions for assessing listening skills |
| <b>Control Group</b>      | Questions for assessing listening skills | Activities aligned with the Ministry of National Education curriculum | Questions for assessing listening skills |

## 2.2. Study group

The study group was formed using a convenience sampling method in line with the aim of the study. Büyüköztürk (2011) describes convenience sampling as the selection of a sample that is easily accessible and feasible stemming from limitations about time, money, and labor. This method was selected to enhance the efficiency and practicality of the research. The study group consisted of two classes of fourth-grade students from a public primary school affiliated with the Ministry of National Education, located in the Devrek district of Zonguldak. One group was assigned as the experimental group and the other as the control group randomly. It was assumed that the groups were equivalent. Each group comprised 19 students, resulting in a total of 38 participants in the study. The experimental group received listening training aligned with the steps of interactive listening from the researcher, while the control group received instruction based on the current curriculum from the class teacher. The researcher observed the lessons in the control group as an observer. The implementations were completed over 20 lesson periods for each group.

## 2.3. Data collection tools

In the research, the listening texts used were selected from materials that the students had not seen before, ensuring their validity. The texts were chosen from the fourth-grade Turkish language coursebook, which had the approval of the Turkish Ministry of National Education. Based on the selected texts, 20 pre-test and post-test questions were generated with input from class teachers. The open-ended questions were developed by taking the students' readiness levels, interests, attention spans, and academic achievement into account. To ensure the validity of these questions, expert opinions were obtained from two academics and the classroom teachers. In alignment with the Turkish Language Teaching Curriculum, the questions were designed to target the Knowledge, Comprehension, and Application levels of Bloom's Taxonomy. In both the pre-test and post-test designs, careful consideration was given to the number of questions, their phrasing, their relevance to the text content, and their alignment with the narrative flow of the texts. The answer keys for the questions were derived from the teacher's guidebooks and textbooks available on the Ministry of National Education's EBA platform. The questions were scored by an expert, and the top 15 questions were selected for application in both the pre-test and post-test. One text was chosen for the pre-test, another for the post-test, and 10 texts were selected for use in the interactive listening training process. The listening texts were selected from official Turkish textbooks, ensuring that all procedures remained consistent with the curriculum's learning outcomes. To maintain objectivity in evaluation, a scoring rubric based on the official textbook answer keys was employed. The research utilized examples of narrative texts. Başaran and Akyol (2009, p. 14) define narrative texts as "the conveyance of an event (case)". The administered pre-tests and post-tests were evaluated using a scoring rubric.

Table 2.

Pre-Test and Post-Test Scoring Rubric

| Item Criteria                                            | Score    |
|----------------------------------------------------------|----------|
| Incorrectly answered or unanswered (left blank) question | 1 point  |
| Incompletely answered question                           | 2 points |
| Correctly answered question                              | 3 points |

The text selected for the pre-test implementation of the research was the text titled "Akıllı Güvercin Matuka (Smart Pigeon Matuka)". For the post-test implementation, the text titled "Bir İlaç Masalı (A Fale of Drug)" was chosen. Both texts were presented to the students through an interactive whiteboard, accessed via eba.gov.tr.

In the implementation process, steps related to pre-listening, during-listening, and post-listening strategies were defined to measure the impact of interactive listening activities on listening skills. The pre-listening strategies included activating prior knowledge, working with keywords, and making predictions. During-listening strategies involved checking predictions, using question and answer strategy, and visual imagery. The post-listening strategies comprised summarization and assessment.

In the study, the experimental group received listening training based on interactive listening steps provided by the researcher. The control group received instruction based on the current curriculum by the class teacher. The research lasted for eight weeks, structured as follows: one week for pre-tests, one week for explaining interactive listening education, five weeks for applying interactive listening activities to the experimental group, and 1 week for post-tests. A total of 10 listening texts were used throughout the research. The experimental process took place twice a week, covering 20 lesson periods in total.

#### 2.4. Intervention process

After the pre-test, the experimental group students received two lesson periods of interactive listening training. In this training, key concepts related to interaction, communication, language, and listening were explained to the students. The importance of listening and its impact on our lives were discussed. The steps of interactive listening training - pre-listening, during-listening, and post-listening - were detailed, including what activities to carry out at each stage of the listening texts. Students were asked to have a Turkish language dictionary and colored pencils with them at all times during the intervention.

The texts used during the intervention were selected based on the principles of ranging from easy to difficult and simple to complex, and considering the students' readiness levels. The texts were played through the smart board in the classroom, accessed via eba.gov.tr. The text activities were implemented in sequence based on the strategies before listening, during listening, and after listening.

**Pre-listening strategies:** Activating prior knowledge, working with keywords, and making predictions.

**During-listening strategies:** Checking predictions, question and answer strategy, and visual imagery.

**Post-listening strategies:** Summarization, and assessment.

Sample Implementation

**Name of the listening text:** Sakız Ağacı (Gumwood)

**Pre-Listening Strategies:**

- Activating Prior Knowledge:** The song "Ağaçla Güzel Dünya (The World Nice with Trees)", prepared by the TEMA Foundation within the framework of the Minik TEMA Education Program in collaboration with the Turkish Ministry of National Education and supported by Türkiye İş Bankası, was played for the students.
- Working with Keywords:** The students were asked to find the words from the text with provided meanings by using clues.

- c) **Making Predictions:** The students were asked to predict the meanings of the words and phrases in the text.

**During-Listening Strategies:**

- a) **Checking Predictions:** The students compared their predictions of the meanings of the words and phrases with their actual meanings expressed in the dictionary.
- b) **Question and Answer Strategy:** The students answered the questions related to the text provided in the worksheet.
- c) **Visual Imagery:** The students drew pictures related to the text.

**Post-Listening Strategies:**

- a) **Summarization:** The text was divided into paragraphs and given to the students, who were asked to arrange them according to what they had listened to.
- b) **Self-Assessment:** A video on the characteristics of a good listener was shown from the website [www.eba.gov.tr](http://www.eba.gov.tr). The students were asked to write three characteristics that show they are good listeners.

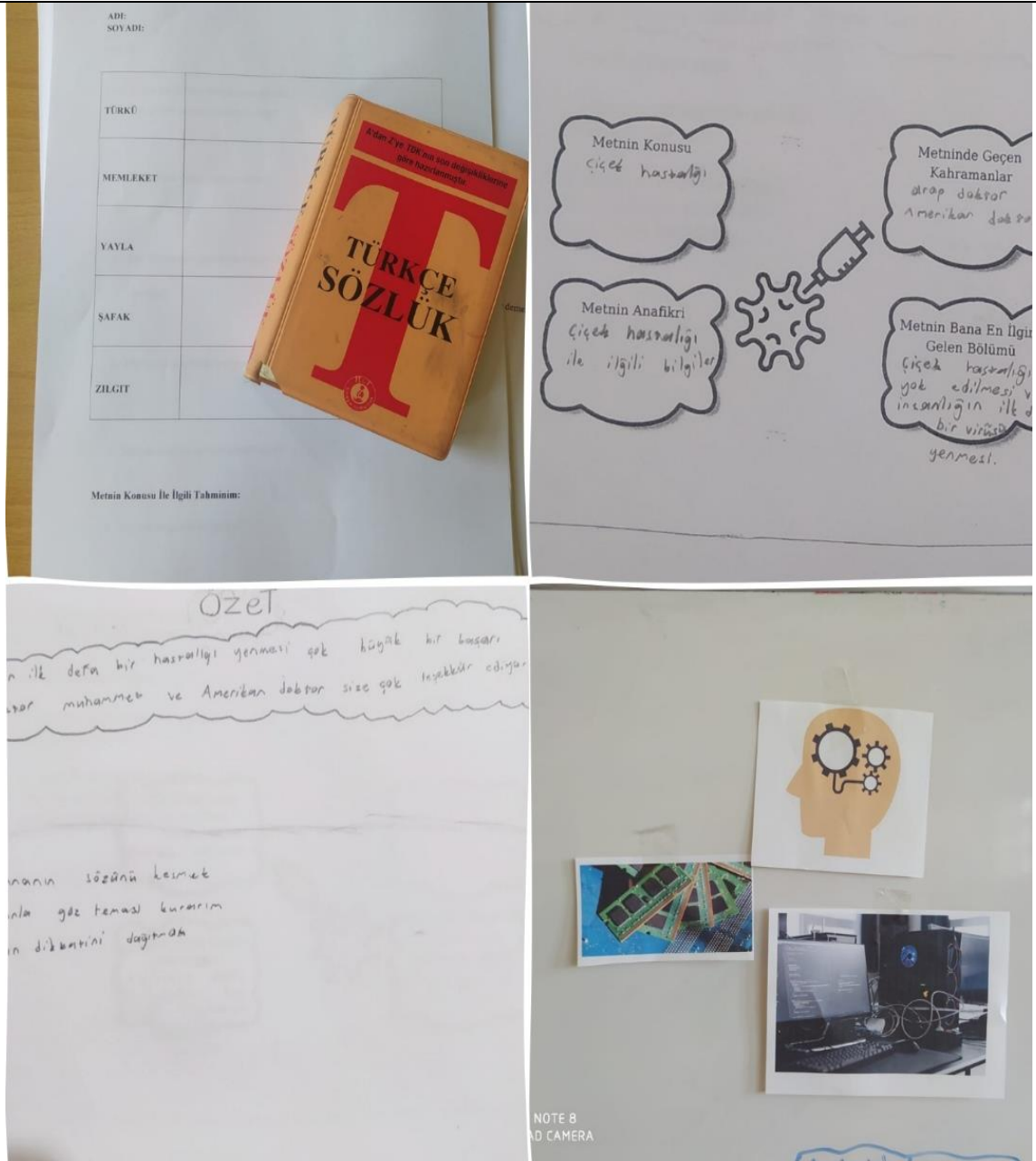


Figure 1. Sample implementation of a listening text

Metinde geçen ve aşağıda anlamları verilen kelimeleri, ipuçlarından yararlanarak bulmacaya yazınız.

1. Bitkileri toprağa bağlayan ve onların, topraktaki besin maddelerini emmesine yarayan bölüm.
2. Ağaç ve bitkilerin dallarının dışında kalan ana bölümü.
3. Tohumdan ve tomurcuktan çıkan körpe ve küçük dal
4. Yeni yetişen ağaç.
5. Ağacın gövdesinden ayrılan kollarından her biri.
6. Sulak bölgelerde yetişen, kerestesinden yararlanılan uzun boylu bir ağaç

1266

## 2.5. Ethical permission of the research

In this study, all the rules specified in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified in the second section of the directive, "Actions Contrary to Scientific Research and Publication Ethics", were carried out.

### Ethics committee permission information

Name of the committee that conducted the ethical assessment: Bartın University Rectorate Social and Human Sciences Ethics Committee

Date of the ethical assessment decision: 12.04.2022

Ethics assessment document number: 2022-SBB-0138

## 3. FINDINGS AND INTERPRETATIONS

In this section of the research, the findings obtained from the data throughout the study are presented along with interpretations, addressing each research question in separate sections.

### 3.1. Results of the equivalence test

The normality test conducted to compare the equivalence of the experimental and control groups is presented in Table 3.

Table 3

*The Results of the Normality Tests for the Pre-Test and Post-Test of the Experimental and Control Groups*

|           |                    | Kolmogorov-Sminov |    |       | Shapiro-Wilk |    |       |
|-----------|--------------------|-------------------|----|-------|--------------|----|-------|
|           |                    | Statistics        | sd | p     | Statistics   | sd | p     |
| Pre-test  | Experimental group | 0,217             | 19 | 0,019 | 0,870        | 19 | 0,015 |
|           | Control group      | 0,141             | 19 | 0,200 | 0,933        | 19 | 0,199 |
| Post-test | Experimental group | 0,100             | 19 | 0,200 | 0,962        | 19 | 0,612 |
|           | Control group      | 0,168             | 19 | 0,163 | 0,912        | 19 | 0,080 |

Büyüköztürk (2005) recommends the Kolmogorov-Smirnov normality test when the sample size exceeds 50. Since the sample size is below 50 (experimental group = 19 and control group = 19), the Shapiro-Wilk normality test was employed. Due to the violation of parametric assumptions ( $p < 0.05$ ), the Mann-Whitney U test was applied for independent groups, while the Wilcoxon signed-rank test was used for dependent groups.

### 3.2. Findings and interpretation regarding the first research question

The findings and interpretations related to the research question, "Is there a significant difference between the pre-test scores of the experimental and control group students before the quasi-experimental intervention?" are presented below.

Table 4

*The Mann-Whitney U Test Results for the Pre-Test Scores of the Experimental And Control Group Students*

| Group        | N  | Mean Rank | Sum of Ranks | U      | p     |
|--------------|----|-----------|--------------|--------|-------|
| Experimental | 19 | 18,79     | 357,00       | 167,00 | 0,693 |
| Control      | 19 | 20,21     | 384,00       |        |       |
| Total        | 38 |           |              |        |       |

$p > 0.05$

According to the data presented in Table 4, the Mann-Whitney U test was performed to reveal whether there was a significant difference in the study group, consisting of 19 students from the experimental group and 19 from the control group, under the influence of interactive listening training. The results

indicated that no statistically significant difference was observed between the experimental and control groups in terms of their pre-test scores ( $U=167$ ,  $p>0.05$ ).

### 3.3. Findings and interpretation regarding the second research question

The findings and interpretations related to the research question, “Is there a significant difference between the pre-test and post-test scores of the experimental group students regarding interactive listening training?” are presented below.

**Table 5**

*The Wilcoxon Signed-Rank Test Results for the Pre-Test and Post-Test Scores of the Experimental Group Students*

| ExperimentalPre-<br>ExperimentalPost | N  | Mean Rank | Sum of Ranks | z      | p     |
|--------------------------------------|----|-----------|--------------|--------|-------|
| Negative rank                        | 0  | 0,000     | 0,000        | -3,729 | 0,000 |
| Pozitive rank                        | 18 | 9,50      | 171,00       |        |       |
| Equal                                | 1  |           |              |        |       |

\*Based on positive ranks

The Wilcoxon Signed-Rank test was performed to reveal whether interactive listening training had a significant impact on listening skills. The results indicated a statistically significant difference between the pre-test and post-test scores of the students in the experimental group ( $z=-3.729$ ,  $p<0.05$ ). Since the difference favored the post-test scores, it was concluded that interactive listening training had a significant effect on listening skills.

### 3.4. Findings and interpretation regarding the third research question

The findings and interpretations related to the research question, “Is there a significant difference between the pre-test and post-test scores of the control group students who were taught based on the current curriculum?” are presented below.

**Table 6**

*The Wilcoxon Signed-Rank Test Results for the Pre-Test and Post-Test Scores of the Control Group Students*

| ControlPre-ControlPost | N | Mean Rank | Sum of Ranks | z      | p     |
|------------------------|---|-----------|--------------|--------|-------|
| Negative rank          | 8 | 9,44      | 75,50        | -0,047 | 0,962 |
| Pozitive rank          | 9 | 8,61      | 77,50        |        |       |
| Equal                  | 2 |           |              |        |       |

The Wilcoxon Signed-Rank test was conducted to determine whether instruction based on the current curriculum had a significant impact on listening skills. The results showed no statistically significant difference between the pre-test and post-test scores of the control group students ( $z=-0.047$ ,  $p>0.05$ ). Based on the obtained data, it can be concluded that the listening skills of the control group students were at the same level before and after the implementation.

### 3.5. Findings and interpretation regarding the fourth research question

The findings and interpretations related to the search question, “Is there a significant difference between the post-test scores of the experimental group students who received interactive listening training and the post-test scores of the control group students who received instruction according to the current curriculum?” are presented below.

Table 7

*The Mann-Whitney U Test Results for the Post-Test Scores of the Experimental and Control Group Students*

| Group        | N  | Mean Rank | Sum of Ranks | U      | p     |
|--------------|----|-----------|--------------|--------|-------|
| Experimental | 19 | 26,24     | 498,50       | 52,500 | 0,000 |
| Control      | 19 | 12,76     | 242,50       |        |       |
| Total        | 38 |           |              |        |       |

p&lt;0.05

According to the data presented in Table 7, the Mann-Whitney U test was used to determine whether there was a significant difference between the experimental group and the control group after the intervention. The results indicated that there was a statistically significant difference in favor of the experimental group ( $U=52.50$ ,  $p<0.05$ ). Based on this finding, it can be concluded that interactive listening training has a positive effect on listening skills.

#### 4. DISCUSSION AND CONCLUSION

The study aimed to assess the listening skills of 4<sup>th</sup>-grade students through interactive listening activities. A pre-test and post-test-based experimental-control group design was implemented, utilizing a quasi-experimental model. The results obtained from the research are presented below.

No significant difference was observed between the pre-test scores of the experimental and control group students, indicating that both groups were equivalent before the interactive listening training. Following the interactive listening training, a statistically significant difference was found between the pre-test and post-test scores of the experimental group students. This suggests a significant increase in listening skills among the experimental group students after the intervention. These results align with previous research findings. Gordon (2004) concluded that interactive listening enhances students' problem-solving skills, self-expression skills, and listening comprehension. Cronin and Myers (1994) noted that interactive listening improves student achievement. Kırbaş (2014) found that interactive listening positively affects listening comprehension and information retention. Barr, Dittmar, Roberts, and Sheraden (2002) identified that training aimed at improving listening skills enhances students' academic and social abilities. Sevimli (2015) also concluded that interactive listening has a positive effect on listening comprehension. Aras (2004) found that listening activities significantly enhance students' listening skills.

No statistically significant difference was observed between the pre-test and post-test scores of the control group students who were taught according to the current curriculum. This indicated that there was no significant change in the listening skills of the control group students, who followed the current curriculum. When compared to other research findings, similarities can be observed. Aksu (2013) concluded that interactive listening training positively develops the listening skills of 5<sup>th</sup>-grade students compared to traditional practices. Yıldız (2015) emphasized that listening is a developing language skill and that activities designed around listening strategies can enhance this skill. Aytan (2011) reported that active learning techniques improve students' listening skills.

A statistically significant difference was found between the post-test scores of the experimental group students who received interactive listening training and the post-test scores of the control group students who received instruction based on the current curriculum, favoring the experimental group. This indicates a noteworthy improvement in the listening skills of the experimental group students compared to those in the control group. This finding demonstrates that interactive listening training enhances listening skills. Yangın (1998), Cihangir (2000), Koç (2003), Yıldırım (2007), Doğan (2007), and İşeri and Yılmaz (2008) state that listening education improves listening skills. The results obtained in this study align with those findings.

The strategies implemented during interactive listening training enhance the retention of listening comprehension skills. Kaplan (2004) and Kocaadam (2011) noted that listening activities improve students' listening skills. Maden and Durukan (2010) found that note-taking during listening is effective

in developing students' comprehension skills. Doğan (2007) developed a listening test comprising stories, news, weather reports, announcements, directions, advertisements, dictation, and shopping scenarios, and found a significant difference in favor of the experimental group.

When selecting listening texts for the study, factors such as students' interests, age, grade levels, and readiness were considered. Yılmaz (2007) identified that listening skills can be developed through level-appropriate activities aligned with the objectives of Turkish language teaching. The findings from this study and Yılmaz's (2007) research suggest that listening skills can be enhanced through activities suitable for students' age, readiness, and grade level.

Throughout the experimental process, students actively participated in the lessons in line with the principles of interactive listening. Çelikbaş (2010) found that activities involving active student participation lead to the development of effective listening skills and improvements in students' comprehension.

The regular provision of listening training not only heightened students' interest in texts and related activities but also significantly enhanced the experimental group's overall proficiency. These findings align with Yıldırım (2007), who similarly demonstrated that structured, long-term instructional methods over a twelve-week period effectively facilitate listening skill development.

The research findings indicate that interactive listening training improves the listening skills of 4<sup>th</sup>-grade students. Based on the results obtained from the study, the following recommendations can be made:

#### 4.1. Recommendations

1. Educator training should be provided for teachers regarding the implementation phases of interactive listening training.
2. Schools should incorporate more activities aimed at developing listening skills.
3. Listening education should be provided to students starting from the early years of primary school.

## References

- Aksu, D. (2013). *Bütünleştirici dinleme modeli uygulamalarının ilköğretim 5. sınıf öğrencilerinin dinleme becerilerine etkisi* [Doktora tezi]. Marmara Üniversitesi.
- Aras, B. (2004). *İlköğretimde dinleme anlama becerisinin geliştirilmesi* [Yüksek lisans tezi]. Gazi Üniversitesi.
- Aslan, C. (2021). Dinleyici türleri ve dinleme kusurları. N. Bayat (Ed.), *Dinleme ve eğitimi içinde* (ss. 289-311). Anı Yayıncılık.
- Aşıloğlu, B. (2009). Türkçe öğretmen adaylarına göre derslerde karşılaşılan başlıca dinleme engelleri. *Elektronik Sosyal Bilimler Dergisi*, 8(29), 45-63.
- Aytan, T. (2011). *Aktif öğrenme tekniklerinin dinleme becerisi üzerindeki etkileri* [Doktora tezi]. Selçuk Üniversitesi.
- Barr, L., Dittmar, M., Roberts, E., ve Sheraden, M. (2002). *Enhancing student achievement through the improvement of listening skills*. ERIC. <https://eric.ed.gov/?id=ED465999>
- Başaran, B., ve Akyol, H. (2009). Okuduğunu anlama ve metne karşı geliştirilen tutum üzerinde metnin bilgi verici veya hikâye edici olmasının etkisi. *Uşak Üniversitesi Sosyal Bilimler Dergisi*, 2(1), 11-23.
- Benzer, A. (2021). *Üst düzey düşünme becerileri ve dinleme stratejilerine dayalı etkinliklerle dinleme eğitimi*. Nobel Yayıncılık.
- Bulut, B. (2013). *Etkin dinleme eğitiminin dinlediğini anlama, okuduğunu anlama ve kelime hazinesi üzerine etkisi* [Yüksek lisans tezi]. Adnan Menderes Üniversitesi.
- Büyüköztürk, Ş. (2005). *Sosyal bilimler için veri analizi el kitabı: İstatistik, araştırma deseni, SPSS uygulamaları ve yorum*. Pegem Akademi Yayınları.
- Büyüköztürk, Ş. (2011). *Deneyisel desenler öntest-sontest kontrol grubu desen ve veri analizi*. Pegem Akademi Yayınları.
- Cihangir, Z. (2000). *Üniversite öğrencilerine verilen etkin dinleme becerisi eğitiminin başkalarını dinleme becerisine etkisi* [Yüksek lisans tezi]. Ankara Üniversitesi.
- Cihangir, Z. (2015). *Kişiler arası iletişimde dinleme becerisi* (3. bs.). Nobel Yayıncılık.
- Cronin, M. W., ve Myers, S. L. (1994). The pedagogical effects of interactive multimedia instruction in listening. *International Listening Association Journal*, 8(1), 129-147.
- Çelikbaş, K. A. (2010). *Anlama/dinleme stratejilerinin kullanımı ile dinlediğini anlama düzeyi arasındaki ilişki* [Yüksek lisans tezi]. Yüzüncü Yıl Üniversitesi.
- Demir, T. (2010). Türkçe öğretiminde anlama ve zihinde yeniden yapılandırma. *Türklük Bilimi Araştırmaları*, (27), 201-223.
- Demirel, Ö. (2000). *Türkçe öğretimi*. Pegem Akademi Yayınları.
- Demirel, Ö., ve Şahinel, M. (2006). *Türkçe ve sınıf öğretmenleri için Türkçe öğretimi*. Pegem Akademi Yayınları.
- Doğan, Y. (2010). Dinleme becerisini geliştirmede etkinliklerden yararlanma. *Türklük Bilimi Araştırmaları*, (27), 263-274.
- Epçeçan, C. (2013). Temel bir dil becerisi olarak dinleme ve dinleme eğitimi. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(11), 1308-1396.
- Gordon, T. (2004). *Etkili öğretmenlik eğitimi* (E. Aksoy, Çev.). Sistem Yayıncılık.
- Güneş, F. (2013). *Türkçe öğretimi yaklaşımlar ve modeller*. Pegem Akademi Yayınları.
- İşeri, K., ve Yılmaz, İ. (2008). Dinleme edimine ilişkin etkinliklerin değerlendirilmesi. *Dil Dergisi*, (139), 7-24.
- Kaplan, H. (2004). *İlköğretim 6. sınıf öğrencilerinin dinleme becerileri üzerine bir araştırma* [Yüksek lisans tezi]. Gazi Üniversitesi.
- Kartallıoğlu, N. (2023). Tarihî şahsiyetler üzerinden yabancılara Türkçe öğretimi: Yunus Emre örneği. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 23(1), 67-80.
- Kaya, D. (2020). Dinleme eğitimi. M. Yılmaz (Ed.), *Yeni gelişmeler ışığında Türkçe öğretimi içinde* (3. bs., ss. 17-40). Pegem Akademi Yayınları.
- Keskinkılıç, K., ve Keskinkılıç, S. B. (2007). *Türkçe ve ilk okuma yazma öğretimi*. Pegem Akademi Yayınları.

- Kırbaş, A. (2014). The effect of interactive whiteboard applications supported by visual materials on middle school students' listening comprehension and persistence of learning. *Universal Journal of Educational Research*, 2(11), 2552-2561.
- Kocaadam, D. (2011). *Not alarak dinleme eğitiminin ilköğretim 7. sınıf öğrencilerinin dinleme becerisi üzerindeki etkisi* [Yüksek lisans tezi]. Gazi Üniversitesi.
- Koç, N. (2003). *Dinleme becerilerini kazandırma yöntemlerinin uygulanması* [Yüksek lisans tezi]. Çanakkale Onsekiz Mart Üniversitesi.
- Kurudayıoğlu, M., ve Kiraz, B. (2020). Dinleme stratejileri. *Ana Dili Eğitimi Dergisi*, 8(2), 386-409.
- Maden, S., ve Durukan, E. (2011). Türkçe öğretmeni adaylarının dinleme stillerinin çeşitli değişkenler açısından değerlendirilmesi. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Dergisi*, 3(4), 101-112.
- Özatalay, H. (2007). *İlköğretim 1. kademe Türkçe öğretim programında öğrencilere kazandırılması hedeflenen temel becerilerin ders kitaplarında kullanılmasına ilişkin durum çalışması* [Doktora tezi]. Marmara Üniversitesi.
- Özbay, M. (2005). *Bir dil becerisi olarak dinleme eğitimi*. Akçağ Yayınları.
- Özbay, M., ve Çetin, D. (2011). Dinleme becerisinin geliştirilmesinde prozodik farkındalığın önemi. *Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (26), 155-175.
- Özbay, M., ve Melanlıoğlu, D. (2012). Türkçe öğretim programlarının dinleme becerisi bakımından değerlendirilmesi. *Turkish Studies*, 7(1), 87-97.
- Pinnell, G. S., ve Jagger, A. M. (2003). Oral language: Speaking and listening in elementary classrooms. J. Flood, D. Lapp, J. R. Squire, ve J. M. Jensen (Eds.), *Handbook of research on teaching the English language arts* içinde (ss. 881-913). Lawrence Erlbaum Associates.
- Rankin, P. (1928). The importance of listening ability. *The English Journal*, 17(8), 623-630.
- Robertson, A. K. (2002). *Etkili dinleme* (E. Yarmalı, Çev.). Hayat Yayınları.
- Sevimli, F. (2015). *Katılımlı dinlemenin ortaokul 5. sınıf öğrencilerinin dinlediğini anlama becerisi üzerindeki etkisi* [Yüksek lisans tezi]. Dumlupınar Üniversitesi.
- Şahin, N. (2020). Dinleme şekil ve türleri. S. Alyılmaz ve B. Ü. Karahan (Ed.), *Dinleme eğitimi* içinde (ss. 29-54). Fenomen Yayıncılık.
- Tezel, K. V. (2020). Türkçenin yabancı dil olarak öğretiminde dinleme eğitimi. H. Karatay (Ed.), *Türkçenin yabancı dil olarak öğretimi el kitabı* içinde (ss. 271-313). Pegem Akademi Yayınları.
- Tüzel, S. (2014). Dinleme eğitimi. M. Yılmaz (Ed.), *Yeni gelişmeler ışığında Türkçe öğretimi* içinde (ss. 17-40). Pegem Akademi Yayınları.
- Yalçın, A. (2002). *Türkçe öğretim yöntemleri*. Akçağ Yayınları.
- Yangın, B. (1998). *Dinlediğini anlama becerisini geliştirmede ELVES yönteminin etkisi* [Doktora tezi]. Hacettepe Üniversitesi.
- Yıldırım, H. (2007). *İlköğretim 3. sınıf öğrencilerinin dinleme becerileri üzerine bir araştırma* [Yüksek lisans tezi]. Abant İzzet Baysal Üniversitesi.
- Yıldız, C., Okur, A., Arı, G., ve Yılmaz, Y. (2006). *Yeni öğretim programına göre kuramdan uygulamaya Türkçe öğretimi* (C. Yıldız, Ed.). Pegem Akademi Yayınları.
- Yıldız, N. (2015). *Dinleme stratejileri öğretiminin beşinci sınıf öğrencilerinin dinlediğini anlama becerilerine etkisi* [Doktora tezi]. Çanakkale Onsekiz Mart Üniversitesi.
- Yılmaz, İ. (2007). *Türkçe öğretiminde dinleme becerisini geliştirmeye yönelik önerilen etkinliklerin değerlendirilmesi* [Yüksek lisans tezi]. Niğde Üniversitesi.

## APPENDICES

### Appendix 1. Pre-Test and Post-Test Questions

#### Pre-Test Questions

1. What kind of place is the forest where Matuka lives?
2. Which creatures living in the forest are mentioned in the story?
3. What are the reasons the hunters choose the forest for hunting?
4. Who does the young hawk notice in the forest?
5. What experiences does the young hawk have after perching on a high branch?
6. What actions did the hunter take to capture the birds?
7. What characteristics distinguish the group of pigeons from other birds?
8. Why do the other pigeons listen to Matuka?
9. Why did the pigeons not heed Matuka's warnings?
10. What happened to the birds?
11. What did Matuka say to his friends after being caught?
12. What solution does Matuka propose to escape from the hunter?
13. How did Matuka feel when he was caught in the trap?
14. What strategy did the pigeons follow to escape the trap?
15. What is the young hawk curious about?

#### Post-Test Questions

1. How did Elif feel when she woke up in the morning?
2. How did Elif's mother realize that she was sick?
3. What diagnosis did the doctor give for Elif's illness?
4. According to the text, how do the medications treat the illness?
5. Who did Elif see when she went out to the garden?
6. What is Uncle Arda's profession?
7. What did Uncle Arda say to Elif about the medications?
8. What have scientists done to discover medications?
9. What should be considered when using medications?
10. In what situations can medications be harmful to a person?
11. How do scientists invent medications?
12. What did Elif ask Uncle Arda about the medications?
13. How did Elif overcome her illness?
14. How did Elif realize that she recovered from the illness?
15. What is Elif's favorite dish?

### Appendix 2. Implementation Texts

- 1) Sakız Ağacı
- 2) Aşık Veysel: Uzun İnce Bir Yol
- 3) Çiçek Hastalığı
- 4) Bilgisayar
- 5) Resimdeki Kuşlar
- 6) Akdeniz'le Röportaj
- 7) Nane ile Limon Kütüphanesi
- 8) Şiir Şiir Türkiye
- 9) Aziz Sancar
- 10) Bilim İnsanı Nasıl Olunur.

## UZUN ÖZET

### 1. GİRİŞ

Dil öğretimi; dinleme, konuşma, okuma ve yazma olmak üzere dört temel beceri alanından oluşmaktadır. Bu beceriler arasında anne karnında başlayan ve ilk edinilen dil becerisi dinlemedir. Dinleme ve konuşma dilin anlama (idrak) boyutunu oluştururken; okuma ve yazma ise anlatma (ifade) boyutunu oluşturur. Bireylerin günlük yaşamlarında en çok kullandıkları dil becerisi dinlemedir. Yapılan araştırmalar, insanların günlük yaşam dağılımında yazmaya %9, okumaya %16, konuşmaya %30 ve dinlemeye %45 oranında zaman ayırdığını ortaya koymaktadır. İlkokul öğrencileri de okul zamanlarının büyük bir kısmını dinleyerek geçirmektedir. Ancak araştırmalar, yetişkinlerin günün %45'ini dinleyerek geçirmelerine rağmen bu süreçten elde ettikleri verimin %25'in altında olduğunu; bu durumun da dinleme becerisinin etkili kullanılmadığını gösterdiğini belirtmektedir. Dinleme becerisi doğuştan gelse de geliştirilebilir bir beceridir ve bunun için planlı bir eğitim şarttır.

Dinleme türlerinden biri olan etkileşimli dinleme, iletişim sürecinin tüm unsurlarını kapsayan, dinleyicinin günlük hayat problemlerini çözmesini sağlayan ve aktif bir iletişim gerektiren bir süreçtir. Bu dinleme türünde dinleyici; beden dilini kullanır, göz teması kurar, sorular sorar ve konuşmacı ile karşılıklı bir bilgi alışverişinde bulunarak konuşmacıyı etkileyebilir. Etkileşimli dinleme becerilerini geliştirmede kullanılan stratejiler üç aşamada sınıflandırılır:

**Dinleme Öncesi Stratejiler:** Zihinsel hazırlık, ön bilgileri harekete geçirme, anahtar kelimelerle çalışma ve metnin başlığı/görsellerinden hareketle tahminde bulunma aşamalarını içerir.

**Dinleme Sırası Stratejiler:** Dinleme esnasında tahminleri kontrol etme, soru-cevap stratejisini kullanma ve zihinsel canlandırma (görsel imgeleme) yapma adımlarından oluşur.

**Dinleme Sonrası Stratejiler:** Metne yönelik soruların cevaplandırılması, özetleme ve öğrencilerin kendi süreçlerini değerlendirdikleri öz değerlendirme basamaklarını kapsar.

**Araştırmanın Amacı:** Bu çalışmanın temel amacı, etkileşimli dinleme eğitiminin ilkökul 4. sınıf öğrencilerinin dinleme becerileri üzerindeki etkisini yarı deneysel bir modelle incelemektir.

### 2. YÖNTEM

**Araştırma Deseni:** Araştırmada, nicel araştırma yöntemlerinden ön test-son test kontrol gruplu yarı deneysel model kullanılmıştır.

**Çalışma Grubu:** Araştırmanın çalışma grubu, zaman, para ve iş gücü sınırlılıkları nedeniyle kolay ulaşılabilir (uygun) örneklem yöntemiyle belirlenmiştir. Çalışma, 2021-2022 eğitim-öğretim yılında Zonguldak ili Devrek ilçesindeki bir devlet ilkökulunda öğrenim gören iki farklı 4. sınıf öğrencisiyle yürütülmüştür. Sınıflardan biri yansız (rastgele) yöntemle deney grubu (N=19), diğeri ise kontrol grubu (N=19) olarak belirlenmiş ve toplamda 38 öğrenci araştırmaya katılmıştır.

**Veri Toplama Araçları ve Süreç:**

Deneysel süreç toplamda 20 ders saati (8 hafta) sürmüştür. Bu sürecin 1 haftası ön testlere, 1 haftası etkileşimli dinleme eğitiminin tanıtımına, 5 haftası etkileşimli dinleme etkinliklerinin uygulanmasına ve son 1 haftası son testlerin uygulanmasına ayrılmıştır.

Araştırmada MEB onaylı 4. sınıf Türkçe ders kitaplarından, öğrencilerin daha önce karşılaşmadığı geçerli 12 adet metin seçilmiştir (1'i ön test, 1'i son test, 10'u ise uygulama metni). Ön testte "Akıllı Güvercin Matuka", son testte ise "Bir İlaç Masalı" metinleri dinletilmiştir.

Metinlere yönelik Bloom Taksonomisinin bilgi, kavrama ve uygulama düzeylerine uygun open-ended (açık uçlu) sorular hazırlanmış; uzman görüşleri alınarak en nitelikli 15 soru testlerde kullanılmıştır.

Öğrenci yanıtları objektifliği sağlamak adına 3'lü bir dereceli puanlama rubriği (Yanlış/Boş = 1 puan, Eksik = 2 puan, Doğru = 3 puan) ile değerlendirilmiştir.

**Deneysel Müdahale (Uygulama):** Deney grubundaki dersler araştırmacı tarafından etkileşimli dinleme basamaklarına (dinleme öncesi, sırası ve sonrası stratejiler) uygun olarak yürütülmüştür. Kontrol grubunda ise sınıf öğretmeni mevcut öğretim programı (müfredat) doğrultusunda geleneksel eğitime devam etmiş, araştırmacı bu sınıfta sadece gözlemci olarak bulunmuştur.

### **3. BULGULAR**

Elde edilen verilerin analizinde, örneklem sayısının 50'nin altında olması (N=38) sebebiyle Shapiro-Wilk normallik testi sonuçlarına bakılmıştır. Verilerin parametrik varsayımları karşılamaması ( $p < 0.05$ ) nedeniyle analizlerde non-parametrik testlerden Mann-Whitney U testi (ilişkisiz gruplar için) ve Wilcoxon işaretli sıralar testi (ilişkili gruplar için) kullanılmıştır.

**Grupların Denkliliği (Ön Test Bulguları):** Deney ve kontrol gruplarının müdahale öncesindeki dinleme becerisi ön test puanları Mann-Whitney U testi ile karşılaştırılmış ve gruplar arasında istatistiksel olarak anlamlı bir fark bulunamamıştır ( $U=167,00$ ;  $p>0.05$ ). Bu bulgu, deneysel işlem öncesinde her iki grubun dinleme becerisi seviyelerinin birbirine denk olduğunu göstermektedir.

**Deney Grubunun Gelişimi:** Deney grubunun ön test ve son test puanları Wilcoxon işaretli sıralar testi ile analiz edilmiştir. Analiz sonucunda son test puanları lehine istatistiksel olarak anlamlı bir fark tespit edilmiştir ( $z=-3.729$ ,  $p<0.05$ ). Bu durum, uygulanan etkileşimli dinleme eğitiminin öğrencilerin dinleme becerilerini önemli derecede artırdığını ortaya koymaktadır.

**Kontrol Grubunun Durumu:** Mevcut müfredata göre eğitim alan kontrol grubunun ön test ve son test puanları karşılaştırıldığında istatistiksel olarak anlamlı bir fark bulunamamıştır ( $z=-0.047$ ,  $p>0.05$ ). Kontrol grubundaki öğrencilerin dinleme becerilerinin uygulama öncesi ve sonrasında aynı düzeyde kaldığı görülmüştür.

**Eğitim Sonrası Gruplar Arası Karşılaştırma (Son Test Bulguları):** Müdahale sonrasında deney ve kontrol gruplarının son test puanları Mann-Whitney U testi ile karşılaştırılmıştır. Analizler, etkileşimli dinleme eğitimi alan deney grubu lehine istatistiksel olarak yüksek düzeyde anlamlı bir fark olduğunu göstermiştir ( $U=52.50$ ,  $p<0.05$ ).

### **4. TARTIŞMA VE SONUÇ**

Araştırma sonucunda elde edilen bulgular, etkileşimli dinleme eğitiminin ilkökul 4. sınıf öğrencilerinin dinleme becerilerini geliştirmede mevcut öğretim programına kıyasla çok daha etkili olduğunu net bir şekilde ortaya koymuştur.

Deney grubunun gösterdiği bu anlamlı gelişim, literatürdeki diğer araştırma sonuçlarıyla da büyük ölçüde paralellik göstermektedir. Örneğin; Cronin ve Myers (1994), Kırbaş (2014) ve Sevimli (2015) gibi araştırmacılar da etkileşimli/katılımlı dinleme uygulamalarının öğrencilerin dinleme anlama becerilerini, akademik başarılarını ve bilgiyi zihinde tutma (kalıcılık) sürelerini pozitif yönde etkilediğini savunmaktadır. Kontrol grubunda anlamlı bir değişimin olmaması ise mevcut müfredattaki geleneksel dinleme uygulamalarının öğrencilerin dinleme becerilerini geliştirmede yetersiz kaldığını; bu alanda özel ve planlı stratejilere dayalı bir eğitime ihtiyaç duyulduğunu destekler niteliktedir. Uygulama sürecinde öğrencilerin yaş, ilgi ve hazırbulunuşluk düzeylerine uygun metinlerin seçilmesi ve öğrencilerin sürece aktif katılımının sağlanması, deney grubunun başarısını artıran temel faktörler olarak değerlendirilmiştir.

**Öneriler:**

Çalışmadan elde edilen sonuçlar doğrultusunda şu öneriler sunulmuştur:

Sınıf öğretmenlerine, etkileşimli dinleme eğitiminin uygulama basamakları ve stratejilerine yönelik hizmet içi/eğitimci eğitimleri verilmelidir.

Okullarda ve ders kitaplarında öğrencilerin dinleme becerilerini aktif olarak geliştirecek etkileşimli etkinliklere ve stratejilere daha fazla yer verilmelidir.

Dinleme eğitimi sadece ileri kademelerle sınırlı kalmamalı, ilkokulun ilk yıllarından itibaren erken yaşlarda sistematik olarak desteklenmelidir.

## **ETHICAL APPROVAL**

In this study, all the rules specified in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified in the second section of the directive, "Actions Contrary to Scientific Research and Publication Ethics", were carried out.

### **Ethics committee approval information**

Name of the committee conducting the ethics review: Bartın University Rectorate Ethics Committee for Social and Human Sciences

Date of the ethics review decision: 12.04.2022

Ethics review document number: E-23688910-050.01.04-2200037695

## **RESEARCHERS' CONTRIBUTION RATE**

The first author contributed 60% to the study, taking responsibility for determining the research topic, establishing the theoretical framework, selecting data collection instruments, conducting data collection and preliminary analyses, evaluating the findings, creating tables, interpreting the results with scientific consistency, participating in the writing process, and maintaining the overall academic structure of the study. The second author contributed 40% by providing support in manuscript drafting, formatting, English translation, and academic guidance.

## **CONFLICT OF INTEREST**

The authors declare that there is no conflict of interest regarding the publication of this article.